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ABSTRACT

This research brief examines data related to the educational experiences of African Americans, profiling their demographic characteristics, their educational experiences in high school and college, and their employment status in higher education. African Americans make up about 12.5 percent of the total U.S. population. Overall, the number of African Americans enrolled in college has increased, rising by 27 percent since 1982. African Americans received more undergraduate and first-professional degrees in 1991 than in 1981, but the number of graduate degrees they received decreased in this period. African Americans represented 12.3 percent of all full-time employees in 1991, but the majority were nonfaculty and nonmanagement positions. Only 5 percent of all college presidents were African American in 1990, and more than half of these headed historically black colleges and universities. While African Americans have improved their performance on the Scholastic Aptitude Test since 1976, their achievement levels are still below the national average. Increased participation by African Americans in college preparatory and advanced placement programs could raise the educational attainment levels of African Americans and narrow the achievement gap. Six figures illustrate the discussion. Contains 26 references, 7 endnotes, and a list of 4 resources. (SLD)

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HIGHLIGHTS

- Overall, the number of African Americans enrolled in college has increased. Between 1982 and 1992, the number of African Americans enrolled in college increased by 27 percent, from 1.1 million to 1.4 million students.
- Although African Americans received more undergraduate and first-professional degrees in 1991 than in 1981, the number of graduate degrees they received decreased.
- African Americans represented 12.3 percent of all full-time higher education employees in 1991. However, the majority of these employees (69 percent) were in non-faculty and non-management positions. Only 4.7 percent of all full-time faculty positions were held by African Americans.
- In 1990, only 5 percent of all college presidents in the United States were African Americans. More than half (57 percent) of African American college presidents headed historically black colleges and universities (HBCUs).
- African Americans have improved their performance on the SAT (Scholastic Assessment Test) since 1976, but their achievement levels still are below the national average.

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African Americans in Higher Education

by EBO OTUYA

The number of African Americans of school and college age has grown dramatically over the past decades. By the year 2010, the African American population is projected to increase by 31 percent, but African Americans will be surpassed by Latinos as the largest minority group in the United States. While African Americans have experienced some gains in enrollment at all levels and some increases in degrees conferred between 1982 and 1992, their educational attainment still lags behind the national average.

This research brief examines data related to the educational experiences of African Americans. Specifically, the brief profiles the demographic characteristics of African Americans, their educational experiences in high school and college, and their employment status in higher education. This brief also identifies some information sources on African Americans. Additional data on the educational progress of African Americans can be found in the *Twelfth Annual Status Report on Minorities in Higher Education*, published by the American Council on Education's Office of Minorities in Higher Education.

Demographic Characteristics of African Americans

African Americans make up approximately 12.5 percent of the total U.S. population. Currently, they are the nation's largest minority group; one of every eight Americans is African American (Census, 1993). Some notable statistics regarding the African American population include the following:

- The African American population grew at a faster rate than the total U.S. population (13 percent vs. 10 percent) between 1980 and 1990.
- Projections indicate that by the year 2010, African Americans—with an expected population of 37.9 million—will cease to be the largest minority group; Latinos are expected to assume that position with a projected population of 40.5 million.

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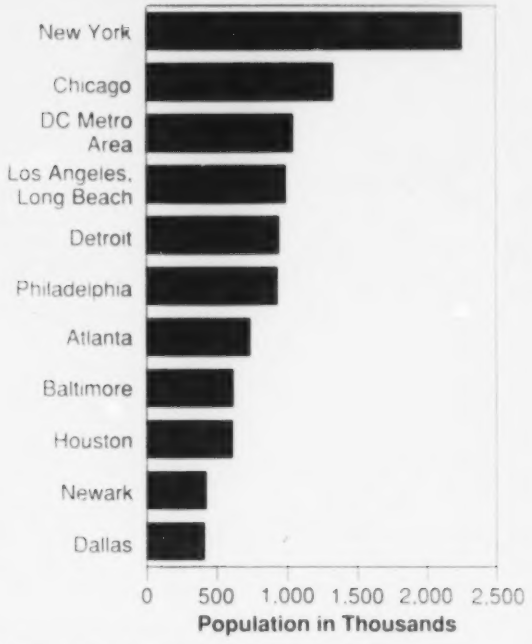
Figure 1

Metropolitan Areas with the Largest African American Populations



Source: U.S. Bureau of Census, 1990 Census of the Population—Social and Economic Characteristics.

- New immigrants of African descent are expected to expand the African American population by an average of 61,000 every year until 2050 (Census, 1993).

- The African American population is young, with one-third being 18 years of age or younger. In 1992, the group's median age (28.1 years) was lower than the national median age of 34.4 years.

- In 1992, 56 percent of African Americans lived in the central cities of metropolitan areas, compared with 29 percent who lived in the suburbs.

- At present, 11 cities/metropolitan areas have the largest concentrations of African Americans. They include: New York, Chicago, the Washington D.C. metropolitan area, Los Angeles, Detroit, Philadelphia, Atlanta, Baltimore, Houston, Newark, and Dallas (*Figure 1*).

- More than one-half (54 percent) of all African Americans reside in the South, where they account for 20 percent of the total population. By comparison, 11 percent of the population in the Northeast, 10 percent in the Midwest, and 5 percent in the West are African Americans.

Characteristics of Elementary and Secondary School Students

The enrollment of African Americans in elementary and secondary schools has increased steadily since the mid-1980s.

- In 1985–86, 5.9 million African American students were enrolled in public elementary and secondary schools. This figure is expected to increase to 6.7 million in the 1994–95 academic year (Western Interstate Commission on Higher Education [WICHE], 1991).

- However, as of 1992, 14 percent of African American 18- to 24-year-olds had not completed high school and were not currently enrolled in school, compared with 11 percent of all individuals in this age group (National Center for Education Statistics [NCES], 1993).[1]

- More than 90 percent of African American elementary and secondary school students attend public schools.

At-Risk Characteristics

A 1988 survey of the nation's eighth graders found that African Americans were more likely than members of other racial/ethnic groups (with the exception of Native Americans) to be considered "at-risk" students (NCES, 1990). Such students often come from single-parent families with low levels of education and income, have limited English proficiency, have siblings who have dropped out, and spend more than three hours each weekday at home without supervision.

- More than two in five (41 percent) African American students reported two or more of these risk factors; only 20 percent of all students reported two or more risk factors.

- Nearly half (47 percent) of all African American students said they came from families with annual incomes of less than $15,000. This proportion is more than double the national average of 21 percent.

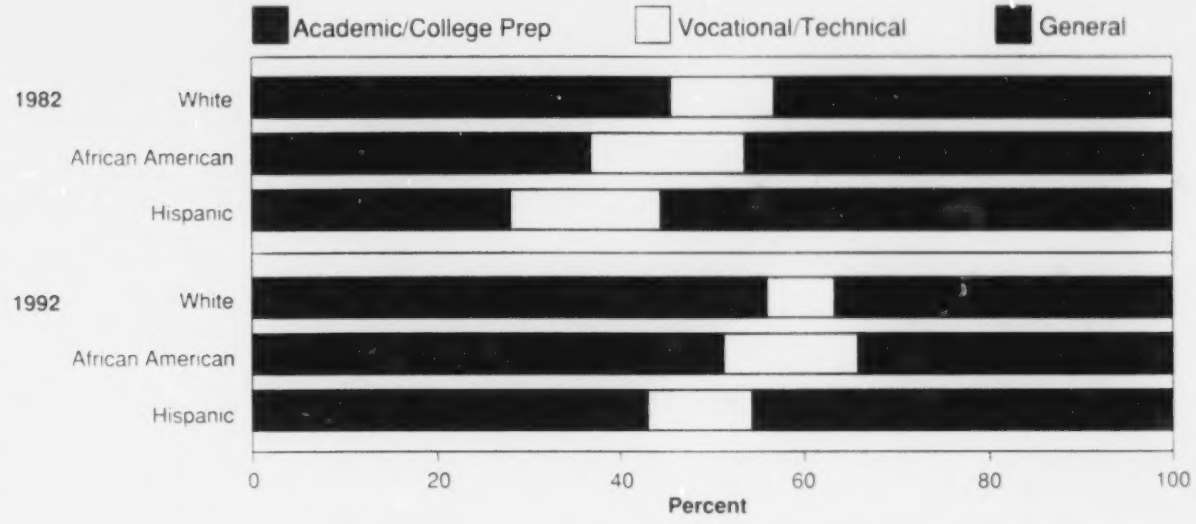
High School Curriculum Tracks

The academic performance of African American students in high school has improved since 1982, but their participation in college preparatory and advanced placement programs still is very low (NCES, 1993).

- As the data in figure 2 indicate, slightly more than a third (37 percent) of African American high school students were in college preparatory programs and 17 percent were in vocational/technical programs in 1982.

Figure 2

Participation of 17-Year-Olds in Various High School Programs by Race/Ethnicity, 1982 and 1990



Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, Mathematics Almanac, 1982, 1990.

- By 1990, the participation of African American high school students in college preparatory programs increased to 51 percent, and their participation in vocational/technical programs fell slightly to 15 percent.

- More than one-third (35 percent) of African American high school students took remedial mathematics classes in 1990. However, this figure is much lower than the 53 percent of African American high school students who took remedial mathematics classes in 1980.

- Only 4 percent of the high school students who took the advanced placement[2] examination in 1992 were African American.

- Among African American 11th and 12th graders who took the calculus and/or science advanced placement examinations in 1992, only one out of 1,000 scored 3 or above, compared with 10 out of 1,000 for all students.[3]

SAT Scores

One area in which African Americans have made significant progress is in SAT scores (College Board, 1993). In 1993, African Americans represented 11 percent of all SAT test takers, and their verbal and math scores showed significant gains over their scores in 1976.

- The average verbal score of African Americans increased by 21 points, from 332 in 1976 to 353 in 1993.

- The mean math score rose by 34 points, from 354 in 1976 to 388 17 years later.

- Despite these gains, the test scores of African Americans still are below the national average. In 1993, the average score of African Americans on the verbal section of the SAT was 71 points below the national mean of 424. African Americans' average score for math was 90 points below the national average of 478.

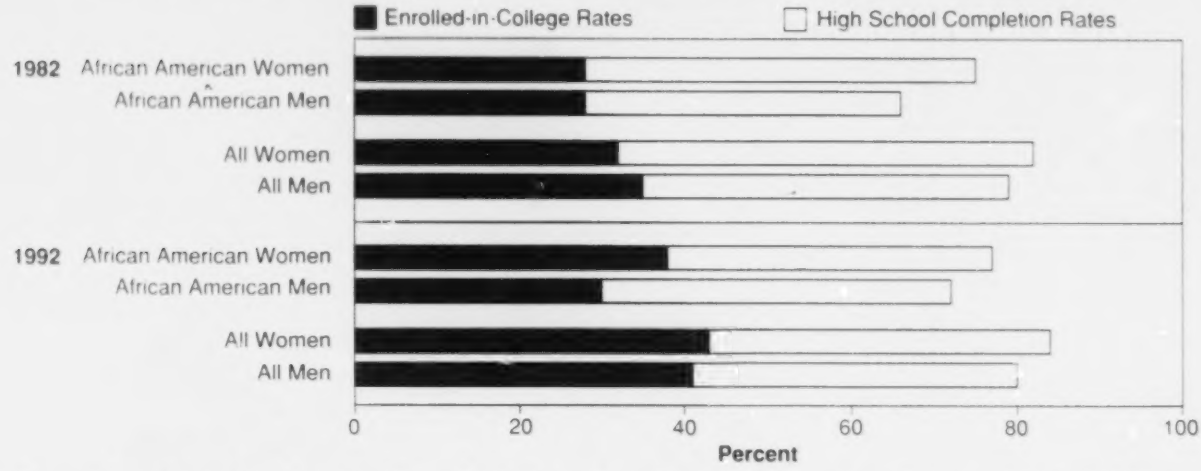
High School Graduates

In spite of enrollment gains, African Americans still make up a small share of high school graduates.

- In 1992, African Americans represented only 11 percent of all 18- to 24-year-olds who had completed high school, although they accounted for 15 percent of all persons in this age group (Carter and Wilson, 1993).

Figure 3

High School Completion and Enrolled-in-College Rates of African Americans, 1982 and 1992



Source: Carter, Deborah J. and Reginald Wilson. *Twelfth Annual Status Report: Minorities in Higher Education*. Washington, DC. American Council on Education, 1993.

- The number of African American high school graduates is expected to decline slightly (-1 percent), from 311,150 in 1989–90 to 308,120 in the 1994–95 academic year, due to drop-out problems (WICHE, 1991).

Educational Attainment and College Participation

The 1993 *Current Population Survey (CPS)* (Census, 1993) showed that the educational attainment level of African Americans has risen dramatically since 1940; but a large gap remains between African Americans and the national average.

- Two-thirds (67 percent) of African American adults (ages 25 and older) had completed high school, and 12 percent had completed four or more years of college in 1991. Comparable national average figures were 78 percent and 21 percent, respectively.

The college participation rate of African Americans increased only slightly between 1982 and 1992 (*Figure 3*).

- In 1982, 28 percent of 18- to 24-year-old African American high school graduates were enrolled in college. By 1992, this proportion had increased modestly to 34 percent. The average share of all students in this age group was somewhat higher, rising from 33 percent in 1982 to 42 percent in 1992 (Carter and Wilson, 1993).

- The college participation rate of African American male high school graduates remained virtually the same between 1982 and 1992 (28 percent vs. 30 percent). By contrast, the participation rate for their female counterparts increased from 28 percent in 1982 to 38 percent in 1992.

Characteristics of Students in Higher Education

Enrollment

Enrollment data from NCES reveal that more African Americans are attending college today than a decade ago. A total of 1.4 million African American students enrolled in college in 1992. This represents a 27 percent increase over the 1982 figure of 1.1 million (Carter and Wilson, 1993).

- More African American women are enrolled in college than African American men.

- From 1982 to 1992, the number of African American women in college increased by 33 percent, from 644,000 to 856,000. The number of African American men rose by only 17 percent, from 458,000 to 537,000.

The proportion of African Americans among the total higher education population remained virtually the same: 9 percent in 1982 and 10 percent in 1992. However, African Americans registered varying enrollment gains at all academic levels during the period (*Figure 4*).

- African American undergraduate enrollment grew by 25 percent, from 1.03 million to 1.28 million.

- Enrollment in professional programs increased by nearly 40 percent, from 13,000 to 18,000.

- Graduate enrollment rose by more than one-half (54 percent), from 61,000 to 94,000.

The largest proportion of African American students in higher education attend community colleges. Based on the Carnegie Classification Code, in 1991, for example, African American college students (1.3 million) were distributed among different types of institutions as follows:

- Forty-three percent were at community colleges;

- Thirty percent were enrolled in comprehensive universities;

- Seventeen percent attended doctoral-granting institutions;

- Six percent were at baccalaureate colleges; and

- Four percent were enrolled at specialized institutions.

Sixteen percent of African American college students attended HBCUs. Enrollment at such schools grew by 27 percent between 1982 and 1992, from 177,000 to 224,946.

- About two in five (42 percent) African American students were enrolled in college part time, the same proportion as for all students.

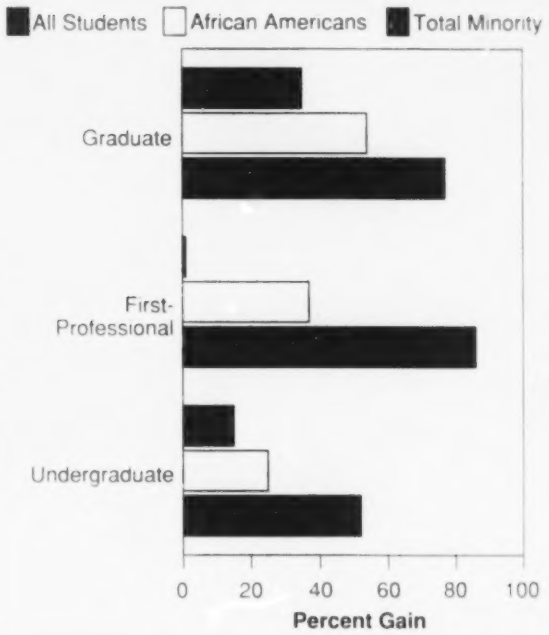
In the Pipeline

African Americans who are enrolled in college have very high educational aspirations. In 1990, more than one-half (54 percent) of African American college students aspired to earn credentials beyond the bachelor's degree, compared with 52 percent of all students (NCES, 1993). However, the retention of African Americans remains a problem for colleges and universities. This may be due partially to the low proportion of African American students who follow the "traditional college track" [4] (Carroll, 1989).

- Only 27 percent of the African Americans who graduated from high school in 1980 followed the traditional college path, compared with 29 percent of all students.

- Even when African Americans followed the "traditional" path, they still had lower degree completion rates. Less than one-third (31 percent) of African Americans who started college right after completing high school in 1980 had attained bachelor's degrees by 1986, compared with 53 percent of all students.

Figure 4
Percentage Gains in College Enrollment, 1982–1992



Source: Carter, Deborah J. and Reginald Wilson, *Twelfth Annual Status Report: Minorities in Higher Education*, Washington, DC, American Council on Education, 1993.

- Likewise, among those who started college on a nontraditional path, fewer (5 percent) African American students than all college students (9 percent) had received a degree by 1986.

- A more recent survey of students at nearly 300 colleges and universities found that only 32 percent of African American students who were first-time, full-time freshmen in 1984 had graduated by fall 1990, compared with 54 percent of all students in that cohort (National Collegiate Athletic Association [NCAA], 1992).

Financial Aid

Undergraduate Support

- According to the *National Postsecondary Student Aid Study* (NPSAS, 1993), 61 percent of African American

undergraduates received some type of financial support in 1990, compared with 43 percent of all students.

- Among African American undergraduate students who received assistance, one-half received aid from federal programs, 16 percent received state aid, and 20 percent were recipients of institutional support.

- Of the African American undergraduate students who received federal aid, 41 percent received grants, 28 percent received loans, and 31 percent received other types of federal aid.

- Slightly less than one-half (44 percent) of African American undergraduate students came from families with annual incomes lower than $20,000 in 1990, compared with 39 percent of all undergraduate students.

- Among students receiving aid, the average amount of total financial aid received by African American full-time, full-year, undergraduate students was $5,100, compared with the average of $4,700 received by all full-time, full-year, undergraduate students.

Doctoral Level Support

- According to data from NRC (1993), 81 percent of 1992 African American doctoral degree recipients relied on personal and family resources as a primary source of support for their education. This proportion was virtually the same for all doctoral degree recipients.

- Of the doctoral students who received institutional support in 1992, only 25 percent of African Americans cited institutional aid as their main source of support, compared with 51 percent for all students.

- Almost two-thirds (64 percent) of African Americans who earned the Ph.D. degree in 1992 were in debt, and 35 percent owed $10,000 or more at the time of completion. Comparable figures for all Ph.D. recipients for that year were 48 percent and 23 percent, respectively.

At the End of the Pipeline

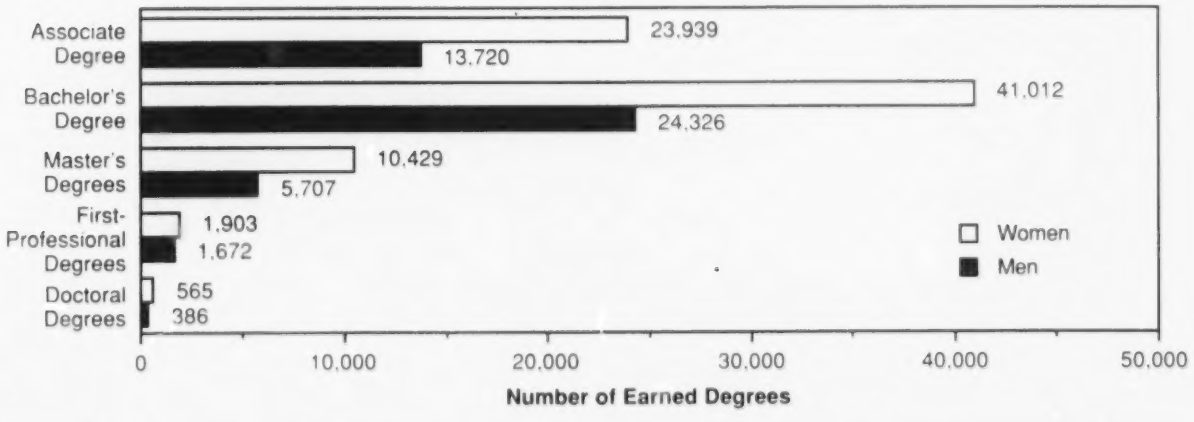
Conferred Degrees

- In 1990–1991, African Americans received 8 percent (37,659) of all associate degrees, 6 percent (65,338) of all bachelor's degrees, and 5 percent (16,136) of all master's degrees, and 5 percent (3,575) of all first-professional degrees (NCES, 1993). They also earned 2 percent (951) of all doctoral degrees awarded in 1991–92 (NRC, 1993) *(Figure 5)*. The overall trends among African American degree recipients between 1981 and 1991 were as follows:

- Associate degrees earned rose by 7 percent;

Figure 5

Degrees Earned by African American Women and Men, 1991



Source: Carter, Deborah J. and Reginald Wilson, *Twelfth Annual Status Report: Minorities in Higher Education*, Washington, DC, American Council on Education, 1993.

- Bachelor's degrees increased by 8 percent;
- First-professional degrees rose by 22 percent;
- Master's degrees fell by 6 percent; and
- Doctoral degrees decreased by 9 percent (1982–1992).

However, African American men earned fewer degrees at all levels over this period than their female counterparts. In 1991, for example, African American women received more degrees at all levels than African American men.

- Of the 37,659 associate degrees awarded to African Americans, women received 64 percent.
- Women also earned 63 percent of the 65,338 bachelor's degrees awarded to African Americans.
- At the graduate level, women earned 65 percent of the master's degrees, 53 percent of the first professional degrees, and 59 percent of the doctoral degrees granted to African Americans.

Earned Degrees by Field

What fields of study are African Americans most likely to pursue? The most popular fields of study for African Americans once were education and social sciences. However, between 1981 and 1991, a sizeable shift took place in the areas of interest of African American students. The following trends emerged:

— Bachelor's degrees in engineering jumped by 42 percent (1,033);

— Bachelor's degrees in business increased by 25 percent (3,289); and

— Bachelor's degrees in health-related professions rose by 17 percent (617).

- The number of bachelor's degrees awarded to African Americans in education fell by almost one-half (49 percent), from 9,494 in 1981 to 4,825 in 1991. However, since the late 1980s, the number of African Americans receiving bachelor's degrees in education has increased by nearly 10 percent, from 4,396 in 1990 to 4,825 in 1991.
- The number of bachelor's degrees awarded in the social sciences and biological/life sciences remained fairly stable over the ten-year period.

Over the ten-year period, African American women made significant gains in earned degrees in the fields of engineering, business, and health-related professions. However, the actual number of degrees awarded remained small. Between 1981 and 1991:

- The number of bachelor's degrees in engineering earned by African American women increased by 128 percent, from 429 to 976;
- Bachelor's degrees in business awarded to African American women rose by nearly one-half (48 percent), from 6,897 to 10,220, accounting for the overall increase in bachelor's degrees awarded in business.
- Bachelor's degrees earned by African American women in health-related professions increased by 16 percent, from 3,167 to 3,680.

Among African American men, the number of bachelor's degrees earned increased modestly in only two fields during the same period.

- Engineering degrees earned by African American men increased by 24 percent (from 2,020 to 2,506), as did degrees in health-related professions (from 436 to 540).

At the master's level, however, the total number of degrees awarded to African Americans in education fell by one-third, from 8,645 in 1981 to 5,836 in 1991. African American graduates earned 80 percent more master's degrees in engineering, 50 percent more master's degrees in business, and 18 percent more master's degrees in health-related professions in 1991 than they did in 1981.

Again, African American women made significant gains in several fields:

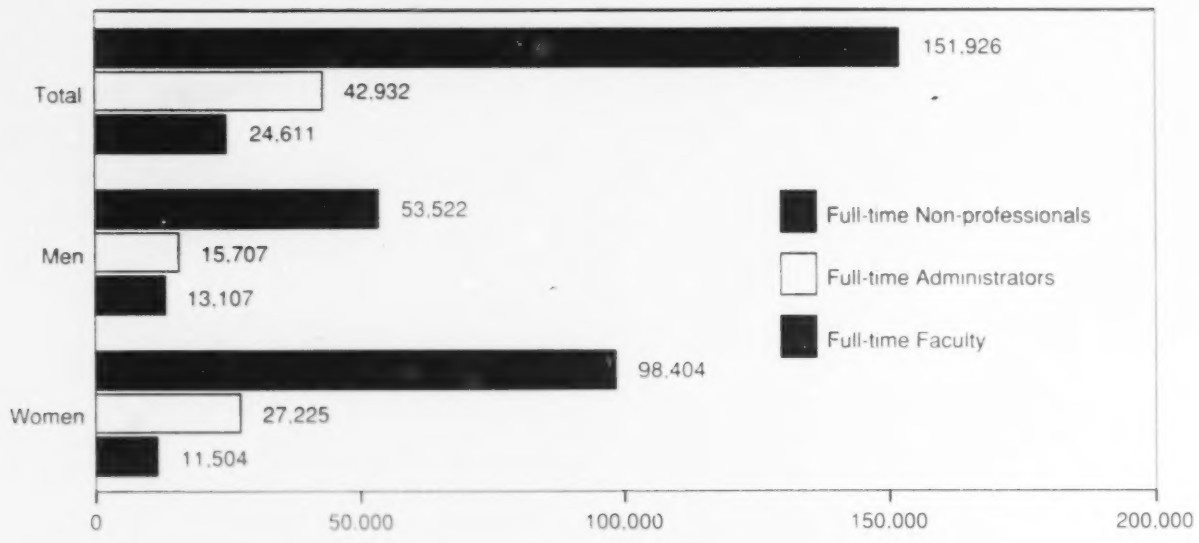
- Master's degrees in engineering earned by African American women increased by 213 percent, from 38 to 119;
- Master's degrees in business rose by 112 percent, from 805 to 1,707; and
- Master's degrees received by African American women in health-related professions increased by 22 percent, from 692 to 845.

Among African American men, the number of master's degrees earned in engineering increased by more than one-half (57 percent), from 222 to 348, and business degrees earned rose by 18 percent, from 1,554 to 1,829.

At the doctoral level, trends in the number of degrees awarded to African Americans by field between 1982 and 1992 were mixed. According to NRC data, the only fields in which African Americans earned more doctorates in 1992 than in 1982 were engineering (+22 degrees) and life

Figure 6

African Americans Employed Full Time in Higher Education, 1991–1992



Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information, 1991."

sciences (+17 degrees). African Americans suffered losses in doctorates earned in education (-118 degrees) and social sciences (-14 degrees).

- However, this trend reversed between 1991 and 1992, when African Americans earned more doctoral degrees in education (+55 degrees) and fewer doctoral degrees in engineering (-12) over the one-year period.

- Academe was the largest potential employer of African American Ph.D.s in 1992. That year, more than one-half (55 percent) of all African American doctorates were planning to pursue employment with educational institutions.[5] This compares with 52 percent of all doctoral students.

Employment in Higher Education

According to data from the Equal Employment Opportunity Commission (EEOC), 219,469 African Americans were employed in higher education in 1991. This represented 12.3 percent of all persons employed full time in higher education. Among African American staff, 31 percent were professionals[6] (67,543) and 69 percent were non-professionals[7] (151,926).

- Among African Americans in the professional ranks, about 18 percent (11,886) were in administrative or managerial positions, 36 percent (24,611) were full-time faculty, and 46 percent (31,046) were support/professional staff.

- Among African American employees in non-professional posts, 41 percent (62,725) were in service-related occupations, 39 percent (59,210) held clerical service jobs, 15 percent (23,123) worked as technicians, and 5 percent (6,868) were skilled laborers.

African American women strongly outnumbered African American men in higher education employment (137,133 vs. 82,336). However, women were more likely to be concentrated in non-professional positions than men (*Figure 6*).

- African American women made up about two-thirds (65 percent) of all African Americans in non-professional staff positions.

- Of the 137,133 African American women employed full time in higher education in 1991, 72 percent were non-professional staff.

- A total of 82,336 African American men were employed full time in higher education, and 65 percent of them held non-professional positions.

Faculty

In 1991, 24,611 African Americans held full-time faculty positions, up by 25 percent (4,943) over the 1981 figure of 19,668. African Americans accounted for 4.7 percent of all full-time faculty in 1991, up from 4.2 percent in 1981.

- In 1991, African American men in faculty positions (13,107) outnumbered African American women (11,504) in such jobs.

- A smaller share of African American full-time faculty than all full-time faculty were tenured in 1991 (58 percent vs. 71 percent).

- African American men (8,994) more often held tenure-track positions than African American women (7,176) in 1991.

African American faculty are still concentrated in lower faculty ranks. In 1991, only 15 percent of African American faculty were full professors, compared with 21 percent who were instructors. Further details on faculty hiring trends and turn-over rates are well documented in Carter and O'Brien's analysis, *Employment and Hiring Patterns for Faculty of Color*, ACE Research Briefs, Volume 4, Number 6, 1993.

Administration and Management

The number of African Americans employed as full-time higher education administrators stood at 42,932 in 1991. Women held 63 percent of the administrative and managerial posts held by African Americans.

- In the support/professional category, more than two-thirds (21,050) of African American employees were women.

- In 1990, an estimated 5 percent of all college presidents in the United States were African Americans. Of these presidents, 57 percent headed HBCUs (Ross, Green, and Henderson, 1993).

Economic Payoff from Education

Census figures (Kominski, 1992) indicate that 15 percent (2.9 million) of African American adults (18 years and older) had earned some type of college degree as of spring 1990. This compares with 25 percent (46 million) of all American adults. However, even among those with college degrees, the average earnings of African Americans still lag behind the national average.

- The average monthly income for African American adults in 1990 was $2,002 for those with bachelor's degrees and $1,009 for those with high school degrees. This compares with a national average monthly income of $2,489 for those with bachelor's degree and $1,357 for those with high school degrees.

- In contrast, whites who hold bachelor's degrees earned an average monthly income of $2,552, and white high school graduates earned an average of $1,405 per month.

Conclusions

Between 1982 and 1992, college enrollments among African Americans increased by 25 percent at the undergraduate level, by more than 50 percent at the graduate level, and by more than one-third in professional programs. However, in 1991, only 7 percent more associate degrees, 8 percent more bachelor's degrees, and 22 percent more first-professional degrees were awarded to African Americans than had been awarded to them in 1981. Moreover, the number of master's and doctoral degrees granted to African Americans during this period actually declined, by 6 percent and 8 percent, respectively. The experiences of African Americans who enroll in graduate programs and the need to increase the number of African American students earning graduate degrees deserve much greater attention.

The data suggest some factors related to the slow progress of African Americans in higher education. More than one-half of African American college students come from families with incomes below $20,000. Two of every five African American students (43 percent) attend community colleges, and only about 8 percent of these students transfer to four-year colleges. Almost two-thirds of African American undergraduates rely on loans and grants, and 42 percent of African American undergraduate and graduate students attend school part time.

African Americans are underrepresented in professional and management positions in higher education. In 1991, African Americans held 7 percent of all professional higher education positions and 20 percent of all non-professional higher education posts. In 1990, only 5 percent of all U.S. college presidents were African Americans.

The African American population is young and growing at a modest pace. African Americans have achieved some gains in high school graduation and college participation, but a gap remains between African Americans' educational attainment levels and those of the total population. Increased participation by African Americans in college preparatory and advanced placement programs could raise the educational attainment levels of African Americans, and would go a long way toward narrowing this gap.

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Historically black colleges and universities (HBCUs) are institutions of higher education, established prior to 1964, whose principal mission is to educate African Americans. Today, there are 105 HBCUs—40 public four-year, 11 public two-year, 46 private four-year, and five private two-year colleges; and three private professional schools (NCES, 1992, Carter and Wilson, 1993).

- HBCUs constitute 3 percent of the nation's 3,559 institutions of higher education. They enroll more than 16 percent of all African American college students.
- In 1990, the 86 HBCUs that award bachelor's degrees enrolled 28 percent of all African American students at four-year institutions and awarded 27 percent of all bachelor's degrees earned by African Americans nationwide.
- In certain fields, HBCUs award a very large proportion of the bachelor's degrees earned by African American students. Thus, in 1990, more than 44 percent of African Americans who received bachelor's degrees in the physical sciences, 41 percent in mathematics, 38 percent in computer sciences and the life sciences, 37 percent in education, and 25 percent in engineering were HBCU graduates.

Enrollment

Total enrollment at HBCUs rose from 223,000 in 1976 to 234,000 in 1980, but then fell back to 213,000 by 1986 before rising again to 249,000 in 1990 and 277,000 in 1992. Overall, enrollment at HBCUs rose by about 28 percent between 1982 and 1992, with most of the increase occuring between 1986 and 1992.

- The majority of students at HBCUs (over 80 percent) are African American.
- Sixty percent of the students enrolled at HBCUs in 1992 were women, compared with 55 percent of the students at all institutions.
- A majority of African American college students (70 percent) who attend HBCUs attend public HBCUs.

Degrees Conferred

HBCUs are conferring fewer degrees at nearly all degree levels. The number of first-professional degrees rose during the first half of the 1980s, and then began to decline. Only at the doctoral level has significant growth been recorded.

- Between 1980–81 and 1990–91, the number of associate degrees (-19 percent), bachelor's degrees (-13 percent), and master's degrees (-22 percent) awarded by HBCUs all declined.
- The number of first-professional degrees conferred by HBCUs declined by nearly one-half (49 percent) over the same period.
- The number of doctoral degrees conferred by HBCUs increased by 84 percent. The number of Ph.D.s conferred by other institutions did not rise as rapidly.

Resources

1) The U.S. Department of Education's National Center for Education Statistics (NCES) gathers data each year from the nation's institutions of higher education. It publishes the annual *Digest of Education Statistics*, which provides data on all levels of education, and *The Condition of Education*, which includes additional statistical data and interpretive text and commentary. NCES conducts surveys on many aspects of higher education, including institutional characteristics, fall enrollments, and earned degrees conferred. In the past, publications containing statistical data from such surveys were published in monograph form. Currently, the surveys are conducted as part of NCES's Integrated Postsecondary Education Data System (IPEDS); and results are available on tape or in reports. For more information, contact the National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, DC 20208-5725, (800) 424-1616.

2) The Census Bureau recently published *The Black Population in the United States: March 1992*, one of its Current Population Reports (Series P-20, No. 455). This report, which the Census Bureau has produced biannually since 1983, offers data about educational attainment, income, and geographic concentration patterns. For more information, contact the Bureau of the Census, U.S. Department of Commerce, Washington, DC 20233, (301) 763-4100.

3) Higher Education Staff Information Surveys (EEO-6), conducted by the Equal Employment Opportunity Commission (EEOC), provide data on the race/ethnicity of faculty, staff, and administrators employed at higher education institutions. For more information, contact Esther Littlejohn, EEOC Office of Research and Surveys, 1801 L Street, N.W., 9th Floor, Washington, DC 20507, (202) 663-4958.

4) The American Council on Education's Office of Minorities in Higher Education monitors the progress of African Americans, Hispanics, American Indians, and Asian Americans in postsecondary education and engages in efforts to improve their educational and employment opportunities in higher education. OMHE publishes annually its status report on *Minorities in Higher Education*. For more information, contact ACE/OMHE, One Dupont Circle, NW, Suite 800, Washington, DC 20036, (202) 939-9395.

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Endnotes

[1] This is the status drop-out rate, a measurement of the proportion of the 18- to 24-year-old population who have not completed high school and are not currently enrolled in school.

[2] The advanced placement program sponsored by The College Board enables students to complete college-level courses while in high school, thus serving as an "academic bridge" that helps to smooth the transition from high school to college.

[3] Grades of 3 and above usually qualify the student for college credit in that subject.

[4] NCES defines a "traditional college track" as entering a four-year institution on a full-time basis in the fall immediately following high school, and earning a bachelor's degree within four years.

[5] Educational institutions include two-year and four-year colleges and universities and medical schools in the United States.

[6] Professional staff include persons who hold administrative, managerial, faculty, or support/professional support positions in academe.

[7] Non-professional staff include persons who hold technical, clerical/secretarial, skilled craft, or service/maintenance positions in academe.

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